Program Team
WORKSHOP

INSTRUCTOR'S GUIDE

1999 Printing
No. 99-257

LEARNING FOR LIFE
A Program for Education

LESSON PLAN
(About 45 minutes)

OBJECTIVES

This session is designed to provide:

! An introduction for the Learning for Life Program Team.
! A brief description of each training session.
! The guidebooks available to conduct each training session.
! A description of the tasks of the program team.

MATERIALS NEEDED:

For each participant:
! *Adult Explorer Leader Basic Training Self-Study, 99-214*
! Career Seminar and Workshop Presenter Training, Reproduce from *Learning for Life Executive Guidebook*, No. 99-064
! *Explorer Posts New-Advisor Kit*, 99-209
! Learning *for Life Committee Workshop, No. 99-255*
! Learning for Life Leadership Training Plan Reproduce from *Learning for Life Executive Guidebook, No. 99-064*
! Marketing Team Workshop, No. 99-256
! Post Leader Workshop, Advanced Training, No. 99-277
! Program Team Workshop, No. 99-257
! Service Tam Training Conference, No. 99-258
! Teacher Training for Elementary School, Special Needs, and 7th and 8th Grade School Programs, Reproduce from *Learning for Life Executive Guide*, No. 99-064

Samples copies of:

! *Audiovisual, Explorer Youth Fast Start Video, No. AV-09V028*
! *Explorer Leader Basic Training, 34633A*
! *Explorer Leader Handbook, 34637A*
! *Learning for Life Executive Guidebook, 99-064*

For Instructor:

! Flip chart with Marking Pens
! Monitor and VCR

THE PLAN   The program team is responsible for the administration of the Learning for Life Leadership Training Plan which has been carefully designed to provide all youth and adult leaders a series of simple but effective leadership training opportunities. All sessions are flexible so that the program team can construct the best plan to meet local conditions. The plan requires a minimum of equipment and materials and is scripted to support those instructors with limited experience.

The continuing success of Learning for Life programs across America depends upon the program skill and enthusiasm of volunteer adult leaders. It is hoped that this plan will provide them the necessary knowledge and inspiration.

OBJECTIVES   The Learning for Life leadership training plan is designed to:

!   Convey an understanding of how the Learning for Life programs achieve the purposes of Learning for Life.

!   Teach the best methods of program planning and use of resources.

!   Give insight into the skills of leadership.

!   Provide ongoing opportunities for communication, idea sharing, and updating of techniques.

!   Share information about local and national program support, activities, and resources.

!   Provide each leader the specific skills and tools available for his or her task.

!   Encourage recognition and inspiration for all leaders.

THE PROGRAM
TEAM   One of the major services that the program team provides to participating organizations that have organized posts or groups is the training of their adult volunteer leaders.

New post or group adult leaders will succeed if they have the basic concepts of Learning for Life's purposes, program, methods, and leadership structure. In addition, they should have the chance to share ideas and experiences and receive recognition.

The program team should be organized to provide immediate training opportunities for new leaders along with quarterly Advisors' meetings for experienced Advisors.

RESPONSIBILITIES
OF THE PROGRAM
TEAM

(List on Flip chart)

! To provide Fast Start training for all new Explorer post Advisors as soon as possible.

! To provide adult leader basic training to all community organizations that have organized an Explorer post or Learning for Life group.

! To conduct quarterly Advisors' meetings.

! To conduct supplemental training as needed.

! To train Learning for Life service team volunteers.

! To conduct an annual Learning for Life program conference and district-wide activities.

RECRUITING
TRAINERS   A major function of the program team is to recruit and train trainers. The role of the trainer is to conduct Fast Start training for new leaders, conduct "in-house" basic training and serve as instructor for supplemental training.

Persons who conduct leader training should be able to teach

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adults and to present the course material in an effective and exciting manner. Since most Learning for Life training has detailed instructor guides and uses audiovisuals, the trainer doesn't necessarily have to be an "expert" on the Learning for Life programs. Obviously, experience is helpful so long as the trainer follows the guide. It is a disservice to new adult volunteer leaders if a trainer presents information contrary to what they find in the Learning for Life literature.

Many trainers have other Learning for Life volunteer positions. An experience Advisor of a successful post may be willing to serve occasionally as a trainer. Service team volunteers and other Learning for Life committee members are potential trainers. Persons who have had a good experience as a post or group leader or as Explorers may be potential trainers. Often, large corporations or organizations may have training specialists who might be available to serve as trainers.

TRAINING TRAINERS

Once potential trainers have been recruited, a member of the program team orients them in training techniques, course outlines, and use of audiovisuals. Ideally, the trainer should attend *Adult Explorer Leader Basic Training* and be familiar with Learning for Life's program, leadership, and literature.

Once the trainer is "trained" and has the necessary literature and course outlines, the program team can schedule him or her for "in-house" sessions or group training courses. Initially, the program team should evaluate each session to be sure the trainer is presenting the material effectively.

TRAINED LEADER

Definition of a Trained Explorer Leader
An Explorer Advisor, associate Advisor, or post committee participant is considered to be trained after completing the sessions found in either the *Adult Explorer Leader Basic Training or Self-Study Course*, or equivalent training for Advisors or Guidance Counselors of specialized programs.

**LEARNING for LIFE
TRAINING COURSES**   The following are the training courses currently used for
Explorer post adult and youth leaders, Learning for Life school
program adult volunteers, school teachers, career seminar adult
volunteer presenters, and Learning for Life committee adult
volunteers.

(Handout Learning for Life Leadership Training Plan)

Instructor guides for the following courses are found in the
Learning for Life Executive Guidebook, No. 99-064 or are
available through your local council office which can order them
from Bin Service, National Office, P.O. Box 152079 (S-500),
Irving, TX 75015-2079 or call Learning for Life (972-580-2433).

BASIC TRAINING COURSES

**New Posts
Start-Up Orientation
(Advisor Fast Start)**   This orientation illustrates how using the Learning for Life
program planning process can get an Explorer post up and
running and off to a successful start. It also provides information
to help Advisors when they first meet with youth. See the
Program Section, *Learning for Life Executive Guidebook.*

**Post Committee
Fast Start**   So you're a new post committee volunteer. See the Program
Section of *Learning for Life Executive Guidebook.*

**Adult Explorer Leader
Basic Training**   This training is designed to introduce adult Explorer post leaders
to Exploring in order to provide the basic information needed to
operate a post. This includes: (1) The Purpose and Mission of
Exploring and Characteristics of Explorer age youth; (2)
Organization and Leadership of the post; (3) Program Planning
and Officer Training. The course can be offered in three separate
sessions or in one longer session with an evening meal or lunch
break. The total time necessary is about three hours. No.
34633A

Adult Explorer Leader
Basic Training
Self-Study Course   This self-study course is a program designed so that leaders who cannot attend regular courses can study the literature on their own. Group training courses and the self-study course are provided so that all Exploring leaders can complete basic training. An Explorer Advisor, associate Advisor, or post committee participant is considered to be trained after completing the sessions found in *Adult Explorer Leader Basic Training, the Self-Study Course,* or equivalent training for Advisors of specialized programs. No. 99-214

Explorer Leader
Handbook   Details on post operations, program planning, and elected youth officer training can be found in the Explorer Leader Handbook, No. 34637A.

Post Officers' Seminar   This training experience is conducted by the post Advisor to orient newly elected youth officers, plan programs, and develop the annual post activity schedule. See the seminar outline in the Advisor's section of the Explorer Leader Handbook, No. 34637A.

(Show Audiovisual, Explorer Youth Fast Start, No. AV-09V028)

Teacher Training for
Learning for Life
School Programs   This two-hour training session is designed to prepare elementary school, special needs, and junior high/middle school teachers to use Learning for Life materials in the classroom. This session can also be used to orient school administrators, prospective financial sponsors, and other interested parties on how it is used to supplement and enrich the core classroom curriculum. See the Program Section of *Learning for Life Executive Guidebook.*

High School Career
Seminar and Workshop
Presenter Training   It is vital that all presenters attend this orientation and training session before they participate. A group session held four times a year is ideal, beginning in the summer months for the next academic year. See the Program Section of *Learning for Life Executive Guidebook.*

SUPPLEMENTAL TRAINING COURSES

Post Leader
Workshop   This provides an introduction to leadership skills,
communication, problem solving, planning, and leadership roles.
It is designed for the post Advisor with elected youth officers and
is conducted by instructors coached by the Learning for Life
program team. See the Learning for Life publication Post Leader
Workshop. No. 99-277

Quarterly
Advisors'
Meetings   Held four times a year to provide ongoing training, idea sharing,
communication, and fellowship, these meetings are attended by
post Advisors. The program team conducts the programs. See
suggested meeting agendas in the Program Section of *Learning
for Life Executive Guidebook.*

Explorer Program Conference
and
Selecting and Conducting
Explorer Activities   A gathering of Learning for Life leaders for idea sharing, event
scheduling, ongoing training, and inter post activity planning is a
feature of the annual program conference. It is conducted by the
program team and involves the Advisor with elected youth
officers of each post. See the Program Section, *Learning for Life
Executive Guidebook* for suggested agenda and more information
on selecting and conducting district-wide activities.

Learning for Life Committee
WORKSHOP   This workshop outlines the basic objectives of the Learning for
Life committee. Describes how the committee is organized.
Describes the tasks to be carried out by the committee and the
team to which these are normally assigned. Summarizes the
functions of the several teams that make up the Learning for Life
committee. Outlines each person's responsibilities. No. 99-255

Marketing Team
WORKSHOP   The purpose of this session is to provide information on the
marketing plan of the Learning for Life committee and the steps
leading to the organization of an Explorer post or Learning for
Life group. The session includes: Student Interest Surveys,

Impact Plans, Selecting Organizations, "Selling" Exploring and Learning for Life programs, and the Steps To Organize A Post or Group. The training outline for this two-hour workshop is available from Learning for Life. No. 99-256

**Program Team
WORKSHOP**

This session is designed to provide: an introduction to the Learning for Life *Leadership Training Plan*; a description of the responsibilities of the program team; a brief description of each Learning for Life training session and the training guidebooks. No. 99-257

**Service Team Training
CONFERENCE**

An Exploring service team training conference is conducted annually. The purpose is to acquaint participants with the role and responsibility of an Exploring service team volunteer, Learning for Life resources, and local Learning for Life office services. No. 99-258

**Finance Campaigns-
How to Raise Money In
Learning for Life**

All of the ideas and suggestions for how to raise money in Learning for Life are the result of input from successful campaigns conducted across the country. Learning for Life has proven itself to be a program worthy of strong financial support. Success has been found by adding a new idea or two to the time-tested methods of raising Learning for Life's share of the operating budget. See the Finance Section of *Learning for Life Executive Guidebook.*

QUESTIONS AND DISCUSSION

CONCLUSION

It is important to recognize that the program team's priority should be Fast Start training for new Advisors and Guidance Counselors and "in-house" basic training for all post and group

adult leaders.

The ability of Learning for Life to bring an effective program to the youth of America depends on the skill of the adult leaders of Explorer posts and Senior High School Learning for Life groups. It is vital that these men and women understand the purpose, leadership, and program planning techniques of an Explorer post or Learning for Life group.

The success of Learning for Life is measured by the efforts and dedication of the Learning for Life program team.

END OF SESSION

PART TWO - STYLES OF TRAINING PROFILE

LESSON PLAN
(About 45 minutes)

Objectives: This self-evaluation exercise is designed to help trainers become aware of their attitudes toward presentation of course materials and their relationship to those being taught.

Materials Needed:

"Styles of Training Profile" pages 17-24 (one per participant)
Pencils (one per participant)
Flip chart with marking pens to illustrate key points.

START OF SESSION

INTRODUCTION   Those of us involved as trainers can be more effective if we understand and improve our attitudes toward students and our techniques in presenting course material. The "Styles of Training Profile" offers an insight into our attitudes and techniques. This exercise is for your personal use. It will not be shared with others.

(PASS OUT "STYLES OF TRAINING PROFILE" pages 17-24)

INSTRUCTIONS   Please read each statement and determine your reaction. Put the number of your response on the line to the left of the statement. Do not look at Part Two until you have completed the statements and are instructed on how to use your scores. Does everyone understand what to do? Please start the profile.

PROFILE   (Students complete part one of the profile. Allow about 20 minutes).

SCORING Is everyone finished? If so, go to Part Two. Transfer your answers to each statement by the statement's number in Column A or B. When you have finished, total each column.

(Allow 5 minutes for scoring).

**SEE GRAPH
IN APPENDIX** Draw the graph from Appendix on flip chart or on an overhead projector transparency. Refer to it to show students how to score their profile and refer to it as the various styles are discussed.

TOTALS Now you have an "A" total, which is your score on <u>what</u> is being taught. The "B" total indicates your score on <u>who</u> is being taught. Transfer these scores by putting dots on Line A and Line B of the graph. Be sure to put your "A" column score on Line A and your "B" column score on Line B. Draw a perpendicular line from each dot. The point where the two lines cross on the graph indicates your training profile.

**INTERPRETING
SCORE** Now that you know where you scored on the profile, let's discuss the various styles of training. The profile is designed to help us determine our style based on two concerns:

<u>What</u> is being taught
<u>Who</u> is being taught

We can identify <u>four</u> basic styles. Let's review each:

ADMINISTRATIVE This style shows low concerns for <u>who</u> and <u>what</u> is being taught. These instructors don't get involved with students and simply pass on material. They "go by the book".

**TRADITIONAL
STYLE** These instructors are concerned only with <u>what</u> is being taught. They may think they are experts in the subject and want to pass on their knowledge with no regard for student opinions or experience.

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STUDENT-
CENTERED STYLE   Instructors in this area are primarily concerned with <u>who</u> is being taught. They tend to defer to the students and spend too much time in discussion. They want to be liked by the students. And, in the extreme, may avoid getting learning objectives across.

INTEGRATED
STYLE   This style is what we all try to be as instructors. A high concern for both <u>who</u> and <u>what</u> is being taught. They are involved with the students, regard them as individuals, and share the learning objectives with them.

                            (Use the following chart on flip chart or overhead transparency to illustrate the styles which follow)

	Administrative	Traditional	Student Centered	Integrated
STUDENTS	No Concern	Negative	Like Them	Realistic
MOTIVATION	Don't Try	Reward/Punish	Already Motivated	Treat As Individuals
METHODS	Tried and True	Lecture	Too Much Discussion	Variety
COMMUNICA -TION	Aloof	Don't Listen	Feedback	Balance

                            Let's review how each style might behave during a training course (list on flip chart or overhead transparency - See suggested chart above)

STUDENTS   <u>Administrative</u> style instructors probably don't think about students at all.

<u>Traditional</u> style instructors tend to make negative assumptions about student.

<u>Student-centered</u> instructors think all students are terrific -they want all students to like them.

<u>Integrated</u> style instructors are realistic about students and see them as individuals.

MOTIVATION   <u>Administrative</u> instructors don't think they can do much to motivate students.

<u>Traditional</u> instructors see motivation in terms of reward or punishment.

<u>Student-centered</u> instructors may think their students are already motivated.

<u>Integrated</u> instructors want to motivate students and realize that methods may vary with individual students.

METHODS   <u>Administrative</u> instructors tend not to use innovative teaching methods. They stick to the "tried and true" methods and like to show audiovisuals with little or no discussion.

<u>Traditional</u> instructors like to be in control and may use lecture and visual aids. They don't want the students to "get out of hand".

<u>Student-centered</u> instructors prefer to let students discuss every item. They tend not to give their own ideas and fill their course with games and discussion groups.

<u>Integrated</u> instructors choose methods which help students achieve learning objectives. They will use a greater variety of methods than other instructors.

COMMUNICATION

<u>Administrative</u> instructors are aloof and avoid personal involvement with students. They prefer to pass out information.

<u>Traditional</u> instructors are not good listeners and tend to lecture. They feel student contributors are of little value and stick to the facts.

<u>Student-centered</u> instructors constantly ask for feedback. They know student opinions and may not correct misinformation for fear of not being liked.

<u>Integrated</u> instructors try to achieve a balance between telling and listening. They try to be open with students and deal honestly with their feelings.

INSTRUCTOR STYLES

Is your style wrong? None of these training styles is right or wrong. A lot depends on what course material is being taught, the ability of the students, time, and learning objectives. For example:

The <u>Administrative</u> style may be appropriate where the training material can carry the load, such as programmed workbooks, self-study units, etc. - where the instructor simply has to administer the program. The "Post Leader Workshop" might be an example.

The <u>Traditional</u> style may be necessary to teaching highly technical skills, such as a first-aid or safe-boating course, where students are to be certified.

The <u>Student-centered</u> style is essential to teaching students in communication or inter-personal skills, where flexibility is necessary to involve students. The "Exploring Advanced Seminar" may be an example.

The <u>Integrated</u> style can adjust to almost any course. Most instructors lean one way or the other. Explorer leader basic training is an example where the instructor has to involve students, but still get important information across to them.

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CHANGE

Changing your instructor profile - if you feel your profile can be improved, you can review your test scores to see where change might occur.

First, identify which scores you would like to increase. Review the statements with low scores and determine what you might do to change your attitude or method. You might highlight the statements with low scores and review them prior to your next course.

You might find some you don't want to change. This is normal. None of us are model instructors, but we all want to help Exploring grow by balancing what is being taught with a concern for who is in the course.

QUESTIONS AND DISCUSSION

END OF SESSION

STYLES OF
TRAINING PROFILE

Instructions: As you read the statements in the Styles of Training Profile, think about how each statement fits with the way you might conduct a training course. Some of the statements ask for your ideas on how training ought to be conducted. If you have not yet taught a course, try to respond to each statement the best you can. **Do not look at Part 2 until you complete the questions in Part 1.**

Put the number of your response on the line to the left of each statement.

Note: This information is for your benefit only. You will not be required to show it to anyone.

LEARNING FOR LIFE
A Program for Education

PART 1

_____ 1. I follow lesson plans exactly to keep the course on schedule and to make sure that all parts of the program are covered.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 2. I give the participants a copy of the course outline so that they will know what is happening and when.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 3. When a participant disagrees strongly with something that I say in the course, I check with other participants to find out if the disagreement is shared by others.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 4. I think that participants should be tested on the facts covered in the course.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 5. If a participant were to fall asleep in my course, I would ignore him or her since there is probably good reason for his or her being so tired.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 6. Participants should be able to see how the material being taught will help them with their Explorer posts.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 7. Participants should be graded by the trainer.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 8. I use group participation methods like role playing and discussion groups in my courses in order to get the participants involved.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 9. Some participants have to be motivated by negative methods.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 10. Instructors cannot do a good job unless they are experts in Exploring.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 11. The local council should be given reports on how a participant does in the course.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 12. I go into depth in those parts of the course where participant interest is high, even if other parts of the course will have less time.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 13. I find that the best teaching methods for my courses are discussions with open-ended questions that have no "wrong" answers.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 14. When a participant in the course disagrees with an idea from the lesson, I repeat the concept so that he or she will agree with it.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 15. One of the primary benefits of training is to inspire participants for Exploring.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 16. If the trainer is interesting, tests should not be necessary.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 17. I spend a great deal of time at the beginning of each course helping the participants get to know each other.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 18. If a participant falls asleep in my course, I feel that I should reprimand him or her to set an example for the rest of the participants.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 19. If someone in the course disagrees strongly with something I have said, I should deal directly with this challenge to my authority so that the course will not get out of hand.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 20. In my courses, I feel strongly that a personal, one-on-one interaction between me and the participants is extremely important.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 21. When a participant disagrees with something I have said, I ask for his or her point of view so that the other participants can decide for themselves which ideas are correct.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 22. The chartered organization (sponsor) should not be told how participants are doing in the course.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 23. When a participant disagrees with something that I have said, I restate the point in question, perhaps using different words or different examples so that he or she will better understand the point.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 24. I should follow the course outline exactly as it is written since it is BSA national policy.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 25. I do my best job of training when I'm working from a very loose outline - going with the direction shown by the participants questions and discussions.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 26. It is often necessary to criticize one participant quite strongly in order to get an important point across to the rest of the class.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 27. The main purpose of Exploring training is to get the subject matter across to the participants so that they know it well.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 28. I prefer self-evaluation exercises in which only the participant sees the results.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 29. When a participant is doing something different from what the rest of the course is working on (e.g., reading other material), I feel it is necessary to get that participant to join the course activity.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 30. In general, it is unnecessary for the participants to introduce themselves to each other at the beginning of the course.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 31. Getting the subject matter across is more important than whether or not the participants enjoy the session.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 32. A trainer must believe in the importance of the subject matter he or she is teaching. If the participants in the course do not share the belief, it is the trainer's job to convince them of its value.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 33. I find that tests are a necessary motivational device. Participants learn more when they know they will be tested.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 34. In general, participants are not capable of accurately evaluating the job done by the trainer.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 35. All in all, lecture is still the best method of covering the subject properly.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 36. When a participant is engaged in an activity different from the rest of the class (e.g., reading other material), I overlook it and work with the rest of the group.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 37. In my courses, I work with each participant in a different way in order to meet their individual needs.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 38. The most important factor in deciding which teaching method I will use in a course is what I feel comfortable with.
(3 - Strongly agree; 2 - Agree; 1 - Disagree; 0 - Strongly disagree)

_____ 39. I believe the primary purpose for Exploring training is to get the leaders ready to meet their post's needs.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 40. When a participant disagrees very strongly with something I have said, I listen carefully to try to find something that he or she says that I can agree with.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

_____ 41. I try to make sure that the participants enjoy the course I am conducting.
(3 - Very much like me; 2 - Much like me; 1 - Somewhat like me; 0 - Hardly like me)

**DO NOT OPEN PART 2 UNTIL YOU HAVE
ANSWERED ALL OF THE QUESTIONS IN PART 1**

PART 2

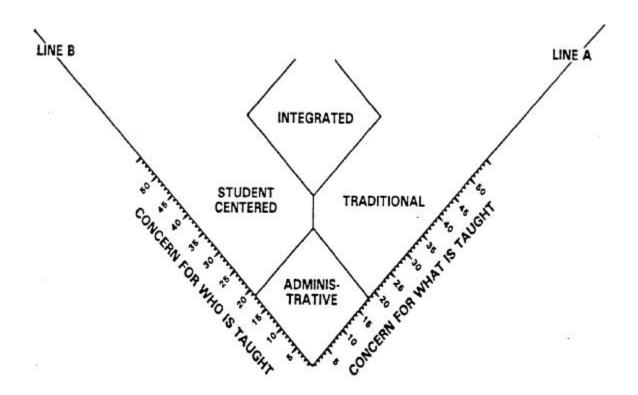# STYLES OF TRAINING PROFILE

LEARNING FOR LIFE

A Program for Education

Learning for Life - Styles of Training Profile
Scoring Instructions

1. Transfer your answers from the questionnaire to the appropriate spaces below.

A	B
1. _____	2. _____
4. _____	3. _____
7. _____	5. _____
9. _____	6. _____
10. _____	8. _____
11. _____	12. _____
14. _____	13. _____
18. _____	15. _____
19. _____	16. _____
23. _____	17. _____
24. _____	20. _____
26. _____	21. _____
27. _____	22. _____
29. _____	25. _____
30. _____	28. _____
31. _____	36. _____
32. _____	37. _____
33. _____	40. _____
34. _____	41. _____
35. _____	
38. _____	
39. _____	

TOTAL _____   _____

2. Enter the total of the scores in Column A: _____ This is your "WHAT" score.

3. Enter the total of the scores in Column B: _____ This is your "WHO" score.

4. Plot your "WHAT" and "WHO" scores on the graph below.

   a. Put a dot on line A on the point that represents your "WHAT" score (the total of column A).

   b. Draw a line through that dot perpendicular to line A.

   c. Put a dot on line B on the point that represents your "WHO" score (the total of column B).

   d. Draw a line through that dot perpendicular to line B.

   e. The point at which these two lines cross indicates your Training Profile.

How to Interpret Your Scores
from the Styles of Training Profile

There are many ways to look at styles of training. This profile is designed to help you identity your training style in terms of two concerns:

$\quad$ $\quad$ *what* is being taught
$\quad$ $\quad$ *who* is being taught

These two concerns are independent variables. For example, you may have a high concern in one area and a low concern in the other, a high concern in either areas, or a low concern in both. By taking each possibility, we are able to identify four general styles, or orientations of training.

Administrative Style

This style is characterized by a low concern for both *what* is being taught and *who* is being taught. It is essentially an "uninvolved" style. The trainers simply pass the required material on to the participants, adding little of themselves to the presentation. Evaluation from the participants receives a minimum of interest or involvement. These instructors tend to do everything "by the book".

Traditional Style

A high concern for what is being taught and a low concern for who is being taught characterize this style. It is essentially an "autocratic" style. The trainers make all major decisions for the participants, usually dictated by the subject being taught. They often make negative assumptions about the participants. As experts in their subjects, these trainers see their role as transmitting as much of their knowledge as possible to the participants. In the extreme trainers with this style are seen as cold and callous.

Student-centered Style

A high concern for who is being taught and a low concern for what is being taught characterize this style. It is essentially a "warm, friendly" style. The trainers give up most of the decision-making authority to the participants. They generally have a very positive set of assumptions about the participants. Often experts in "human relations," these trainers see their role as helpers, providing whatever assistance the participants might need. In the extreme trainers with this style are seen as naive and soft.

Integrated Style

This style is characterized by a high concern for both *what* is being taught and for *who* is being taught. It is essentially an "involved" style. These trainers assume that the responsibility for learning is shared by themselves and the participants, and generally have developed a realistic set of assumptions about the participants. They see the need for a balanced emphasis on the subject being taught and the interests of the participants. Participants believe strongly in the possibility of change, and tend to regard each participant as a unique individual.